

DOCUMENT RESUME

ED 357 132

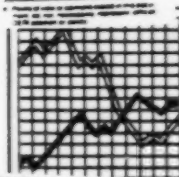
UD 029 223

AUTHOR Ramirez, Elizabeth Weiser
TITLE The State of Hispanic Education. Facing the Facts.
INSTITUTION ASPIRA Association, Inc., Washington, DC. National Office.
SPONS AGENCY Anheuser-Busch Companies, Inc., St. Louis, MO.
PUB DATE 93
NOTE 5p.; For the 1992 report, see UD 029 191.
AVAILABLE FROM Publications, ASPIRA Association, Inc., Institute for Policy Research, 1112 16th Street, N.W., Suite 340, Washington, DC 20036.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Achievement; *Disadvantaged Youth; Dropout Rate; Economically Disadvantaged; *Educational Trends; Education Work Relationship; Elementary Secondary Education; *Group Status; Higher Education; *Hispanic Americans; Minority Group Children; *National Surveys; Preschool Education; Social Problems; Statistical Data; Urban Youth
IDENTIFIERS Fact Sheets; *Hispanic American Education; United States

ABSTRACT

This fact sheet on Hispanic American education in the United States in 1993 offers information on families, spending, school to work transitions, and education at preschool through college levels. The Hispanic population is growing much faster than the rest of the population, and by 1990 it comprised 9 percent of the national population. The Hispanic segment of the population is statistically younger than the non-Hispanic population, and 26 percent of Hispanic families live in poverty. On education spending and personnel, the paper points out that large urban school districts, which are 27 percent Hispanic, are chronically underfunded compared to other districts in the states. The fact sheet goes on to cite the following statistics: (1) Hispanic students make up 11.3 percent of all elementary school students and 10.4 percent of high school students enrolled in 1990; (2) Hispanic youth are most likely to report having been physically attacked at their school; (3) students enrolled in more advanced mathematics courses and who receive more homework have been shown to do better on national achievement tests; and (4) Hispanics are only 5.5 percent of the students enrolled in college in October 1990. Finally, with regard to school to work transitions, the paper cites that in 1989, 72 percent of all recent high school graduates were employed, but only 49 percent of Hispanic graduates had a job. (JB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



PERMISSION TO REPRODUCE THIS MATERIAL
IN OTHER THAN PAPER COPY HAS BEEN
GRANTED BY

J. Petrovich

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Facing the Facts

THE STATE OF HISPANIC EDUCATION 1993

A Fact Sheet produced by the
ASPIRA Institute for Policy Research

Hispanic Families

The Hispanic population is growing much faster than the rest of the population. In 1980, there were 14.6 million Hispanics in the mainland United States, or 6.4% of the total population. By 1990, the Hispanic population had grown 53%, to 22.4 million people--9% of the national population. If Puerto Rico is included, the number of Hispanics is 25.9 million or 10% of the total population. In the same period the non-Hispanic population grew by only 6.8%.

The Hispanic population is statistically younger than the non-Hispanic population. In 1991, the median age was 26.2 years for Hispanics and 33.8 years for non-Hispanics. Forty percent of the Hispanic population but only 29.5% of the non-Hispanic population was under 21 years of age.

In 1991, 26% of Hispanic families lived in poverty, while the corresponding figure for non-Hispanic Whites was 9.5%. Among Puerto Rican families, 40% lived in poverty.

Children are particularly vulnerable to poverty. Over 38% of Hispanic children and 18% of non-Hispanic children lived in poverty in 1990. Over half (56.7%) of Puerto Rican children were living in poverty.

Parents' education level plays an important role in whether or not children will live in poverty. Fifty-five percent of children whose parents had less than a high school education lived in poverty, compared to 35% of children whose parents were high school graduates and 10% of children whose parents had continued their education beyond high school.

Education Spending & Personnel

Education remains the largest line item in state and local budgets, accounting for 35% of all spending. Elementary and secondary schools receive 24.2% of the total spending, with higher education receiving the rest.

State spending on education reached \$196 billion in fiscal year 1991--a 10% increase from 1990.

Large urban school districts, which are 27% Hispanic, are chronically underfunded compared to other districts in the states. While dealing with more disadvantaged students, large urban districts were allotted an average of \$5,200 per pupil in 1991, compared with \$6,073 for suburban schools. That amount was also below the \$5,512 national average.

Almost one in three students in America's public schools belongs to a minority group, but only 8% of teachers are Black, 3% are Hispanic and 1.4% are Asian.

The Department of Education historically has a low number of Hispanic employees. The most recent survey showed that in 1990 it employed the lowest percentage of Hispanic workers--3.5%--of any federal government agency. Hispanics were 5.3% of all federal government and 7.7% of all civilian workers.

Preprimary Education

A smaller percentage of Hispanic children are enrolled in nursery school than other children. In 1990, 24.7% of Hispanic 3-4 year olds were enrolled in nursery school, compared to 36.2% of Black children and 41.7% of Hispanic children.

*The term Hispanic is used by all federal government agencies to refer to the grouping of Mexican American, Puerto Rican, Cuban American, Central and South American, and Other Latino/Hispanic subgroups, as determined by the United States Bureau of the Census. The terms White and Black refer to non-Hispanic individuals.

ED357132

029223

The State of Hispanic Education: 1993

For all races, children from lower-income families are less likely to be enrolled in nursery school classes. This trend is amplified for Hispanic children. Hispanic children from families earning less than \$20,000 were only one-third as likely to attend nursery school as Hispanic children from wealthier families.

Elementary and Secondary Education

Hispanic students made up 11.3% of all elementary school students and 10.4% of high school students enrolled in 1990. However, among children whose families earned less than \$20,000, they made up 18.8% of elementary and 18.9% of secondary school students.

Between 1979 and 1989, enrollment in United States public schools of children who spoke a language other than English at home increased by 41%, while overall enrollment of children in public schools fell by 4%.

Hispanic 12-19 year olds are more likely than any other group to report the presence of street gangs in their schools. One in three Hispanics, one in five Blacks, and one in eight Whites reported that gangs operated in their schools in 1989.

Hispanic youth are also most likely to report having been physically attacked at their school--3.6% of Hispanics reported such an incident.

Hispanic high school students aged 16-24 are generally more likely than Black students but less likely than Whites to be working while enrolled in school. However, Hispanics are far more likely than other high school students to work 35 hours per week or more. Among Hispanics, 4.5% compared to 2.0% of all students worked at least full time while in high school.

Hispanic scores on national surveys of academic achievement have in general improved from the mid-1970s to 1990 although they continued to lag behind national averages.

Students who are enrolled in more advanced math courses and receive more homework have been shown to do better on national achievement tests. Yet a national study of eighth graders shows that 45.4% of White students but only 37.7% of Hispanics are enrolled in algebra or accelerated math classes. In addition, Hispanics are twice as likely to be enrolled in remedial math classes as Whites. Students in remedial classes are twice as likely as those in

advanced classes to be assigned less than one hour of homework per week.

In a long-range national study of eighth graders, 6.1% had left school by the spring of what would have been their 10th-grade year. This includes 10.5% of Native Americans, 10% of Blacks, 9.3% of Hispanics, 4.9% of Whites and 3% of Asian Americans students. Because children who spoke no English could not take part in the study, experts suspect that the actual Hispanic dropout rate is even higher.

Researchers continue to find large differences in dropout rates between socioeconomic groups. Fifteen percent of low-income eighth graders left school by tenth grade, compared with only 4.2% of middle-income students and 1.6% of high-income students.

Research shows that when the student's sex and socioeconomic status are controlled for, there is no statistically significant difference among White, Black and Hispanic dropout rates from the eighth to tenth grades.

By the time they are 17 years old, almost half (48.6%) of all Hispanic students have either dropped out or are enrolled in a grade too low for their age.

While they represented 9.3% of 15-24 year old enrolled high school students, Hispanics represented 18.7% of students who dropped out in 1990, and 17.2% of those who dropped out in 1991.

Percentage of 16-24 year olds who are high school dropouts, 1972-1991

	White	Black	Hispanic
1972	12.3%	21.3%	34.3%
1977	11.9%	19.8%	33.0%
1982	11.4%	18.4%	31.7%
1988	10.4%	14.2%	28.6%
1991	8.9%	13.6%	35.3%

U.S. Department of Education

Migration is a contributing factor to the high Hispanic dropout rate, but it does not completely account for it. While 31% of all Hispanic 16-24 year olds had dropped out of school by 1989, the figure was 43% for those who had been born outside the mainland U.S. However, dropout rates for first- and second-generation Hispanic youth were still well above the national norm of 11% for this population--17.3% for first generation and 23.7% for second generation Hispanic youth.

Despite low completion rates, Hispanic population growth will increase the numbers of Hispanic high school graduates. It is predicted that the number of Hispanic high school graduates will increase 52% from 1991 to 1995, from 6% to 9% of all high school graduates.

Between 1969 and 1987, Hispanic high school graduates devoted a greater share of their total high school coursework to academic courses, from 61.9% to 66.7%. Black and Asian students showed similar increases in academic course load, while White students decreased the time they spent on academic courses by 9%.

College Education

Hispanics are less likely than other groups to be in college. Although they were 7.7% of the population age 15 and older, they were only 5.5% of students enrolled in college in October 1990 and 4.2% of four-year college students.

While their numbers have grown because of population increases, the proportion of Hispanics attending college has stagnated. Between 1980 and 1990, the college participation rate for Hispanic high school graduates age 18-24 declined from 29.8% to 29%, while the participation of Whites increased from 31.8% to 39.4%.

Hispanic enrollment on the mainland is worse than the statistics generally reveal. In a list of institutions granting the most baccalaureate degrees to Hispanics in 1988-1989, eight of the top twelve schools were located in Puerto Rico.

Hispanics are the only major ethnic group to be more likely to attend two-year than four-year colleges. Fifty-four percent of Hispanic undergraduates were attending two-year colleges in 1990, compared to 41.2% of Blacks and 35% of Whites.

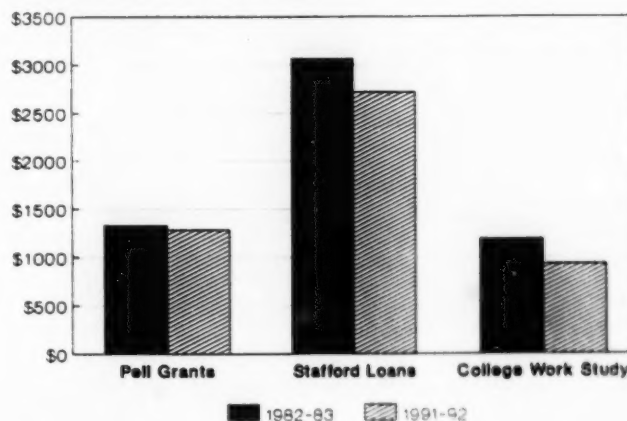
Hispanic college students are the least likely to be enrolled full time (55.3%, compared to the rate for all races of 63.8%). They are the most likely to be employed full time while attending college (37.6%, compared to 32.3% of all races).

The average cost of attending a public college or university in 1991 was \$5,722. For a private institution it was \$15,350. Median household income in 1990 was \$29,943 for all households, \$22,330 for all Hispanic households, and \$16,200 for Puerto Rican households.

After adjusting for inflation, public college costs increased 26% and private college costs increased 43% from 1982-1991. Overall median family income increased by 11%.

Federal grant and work-study programs increased their funds by 34% from 1982-1991, after adjusting for inflation. State grant programs increased by 36% and institutional and other grants increased by 117%. Guaranteed federal loan program funds increased by 108%. Yet because expanding numbers of students apply and qualify for financial aid, the average amount received per individual has actually declined in real dollars for all major federal grant and loan programs.

Federal aid per recipient, 1982 and 1991 in constant 1991 dollars



The College Board

The State of Hispanic Education: 1993

Every year but one since data was available in 1975, Hispanic college students were less likely than their White counterparts to be enrolled in college from one year to the next. In 1985 the differential was the greatest: 81% of Whites but only 67.7% of Hispanic students returned to college for the next consecutive year.

About 38% of all Hispanics who started college completed four or more years by ages 25-29 in 1991. Although this was well below the 53% completion rate for White students, it marked an improvement over completion rates in the 1970s, which hovered around 33%. Statistically, Hispanics and Blacks take longer to finish college than Whites. While 47.1% of Whites finish undergraduate degrees in four years or less, only 31.8% of Blacks and 33.5% of Hispanics finish in the same period of time.

About one of every ten Hispanics overall has completed four or more years of college. This is double the number of Hispanics who had completed college in 1970. However, it is still less than half the number of White college completers.

Nearly 37% of Asians ages 25 and older held a bachelor's degree in 1990, compared with 22% of Whites, 11% of Blacks, and 9% of Hispanics.

Hispanics do not participate in, or do not complete, graduate education proportionate to their population. From 1979 to 1989, the number of Hispanics receiving master's degrees increased by 31%, including impressive gains by Hispanic women. However, these gains did not keep pace with the growth of the Hispanic population aged 20 to 26, which increased 51% from 1980 to 1990. As a result, in 1990 only 4% of all master's degrees were awarded to Hispanics.

School to Work Transition

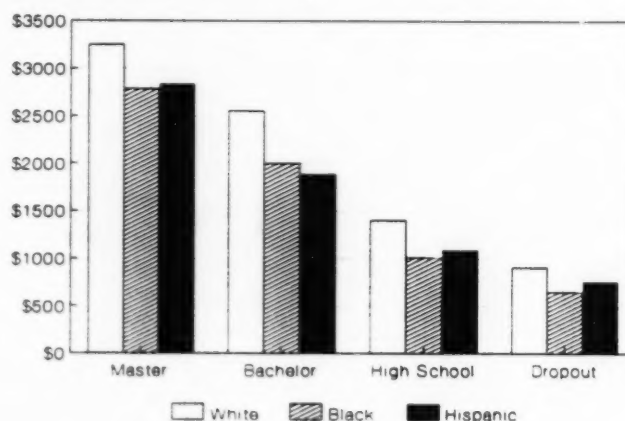
In 1989, 72% of all recent high school graduates were employed, but only 49% of Hispanic graduates had a job.

Overall, employment rates are higher for those with more education, especially among women. In 1991, among 25-34 year olds, 83% of women with four or more years of college were employed, twice the percentage of working high school dropouts. Among men, 92% of college graduates and 70% of high school dropouts were employed.

One in four working adults overall, but only one in six Hispanics, have received work-related training on their job.

Persons with a bachelor's degree earned an average of \$2,116 per month in 1990, twice as much as high school graduates (\$1,077), and four times as much as high school dropouts (\$492).

Education and monthly income, 1990 By race and ethnicity



New York Times

The percentage of year-round, full-time workers with low earnings has increased for all workers from 1969 to 1990. However, workers with less than twelve years of schooling were three times more likely to earn low wages in 1990 than workers with 13 or more years of schooling.

*Sources for factsheet data available upon request.

This publication was produced by Elizabeth Weiser Ramfrez of the ASPIRA Institute for Policy Research, which receives core funding from the Anheuser Busch Companies. The ASPIRA Association, Inc. is a national organization that promotes education improvement and leadership development for Puerto Rican/Latino youth. ASPIRA has offices in Connecticut, Florida, Illinois, New Jersey, New York, Pennsylvania, and Puerto Rico, with its National Office and Institute for Policy Research at 1112 16th Street, NW, Suite 340, Washington, DC 20036.